R E P O R T R E S U M E S

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THE HOMEMAKER'S ASSISTANT, A SUGGESTED TRAINING PROGRAM.
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DESCRIPTORS- *OCCUPATIONAL HOME ECONOMICS, *MAIDS, HIGH SCHOOLS, *HOME MANAGEMENT, CHILD CARE, *PROGRAM DEVELOPMENT, GUIDELINES, *TEACHING GUIDES, ADULT VOCATIONAL EDUCATION, MDTA PROGRAMS,

THE PURPOSE OF THIS GUIDE IS TO PROVIDE HELP IN DEVELOPING A LOCAL PROGRAM FOR TRAINING HOMEMAKER'S ASSISTANTS. THE HOMEMAKER'S ASSISTANT CARRIES ON VARIOUS RESPONSIBILITIES REQUIRED FOR MAINTAINING FAMILY LIFE IN A PLEASANT, CLEAN, AND ORDERLY HOME. SOME SPECIFIC OBJECTIVES OF THE PROGRAM ARE TO PREPARE TRAINEES -- (1) TO CLEAN HOUSE, USING VARIOUS TYPES OF EQUIPMENT, (2) TO DO SIMPLE LAUNDERING, (3) TO PLAN, SHOP FOR, PREPARE, AND SERVE SIMPLE MEALS, (4) TO CARE FOR CHILDREN, AND (5) TO KEEP SIMPLE RECORDS. THE TEACHER SHOULD BE A HOME ECONOMICS GRADUATE WHO HAS TAUGHT ADULTS AND HAS HAD PRACTICAL EXPERIENCE AS A HOMEMAKER. THE TRAINEE SHOULD BE FUNCTIONALLY LITERATE, EXPERIENCED IN HOMEMAKING, AND IN SOUND PHYSICAL AND MENTAL HEALTH. UNITS FOR THE 300-HOUR COURSE ARE -- (1) ORIENTATION TO THE NATURE OF THE WORK AND DESIRABLE PERSONAL QUALITIES, (2) BASIC CLEANING AND LAUNDRY PROCEDURES, (3) PREVENTING HOME ACCIDENTS AND ASSISTING WITH HOME CARE OF THE SICK, (4) FOOD PREPARATION AND SERVING, (5) CARE OF CHILDREN DURING MOTHER'S ABSENCE, AND (6) HANDLING EMERGENCIES AND MEETING PEOPLE OUTSIDE THE FAMILY. EACH UNIT INCLUDES OBJECTIVES, BACKGROUND INFORMATION, AND REFERENCES. TEACHING SUGGESTIONS AND CRITERIA FOR JUDGING TRAINEE'S READINESS FOR EMPLOYMENT ARE INCLUDED. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.287--87008 FOR 20 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (MS)

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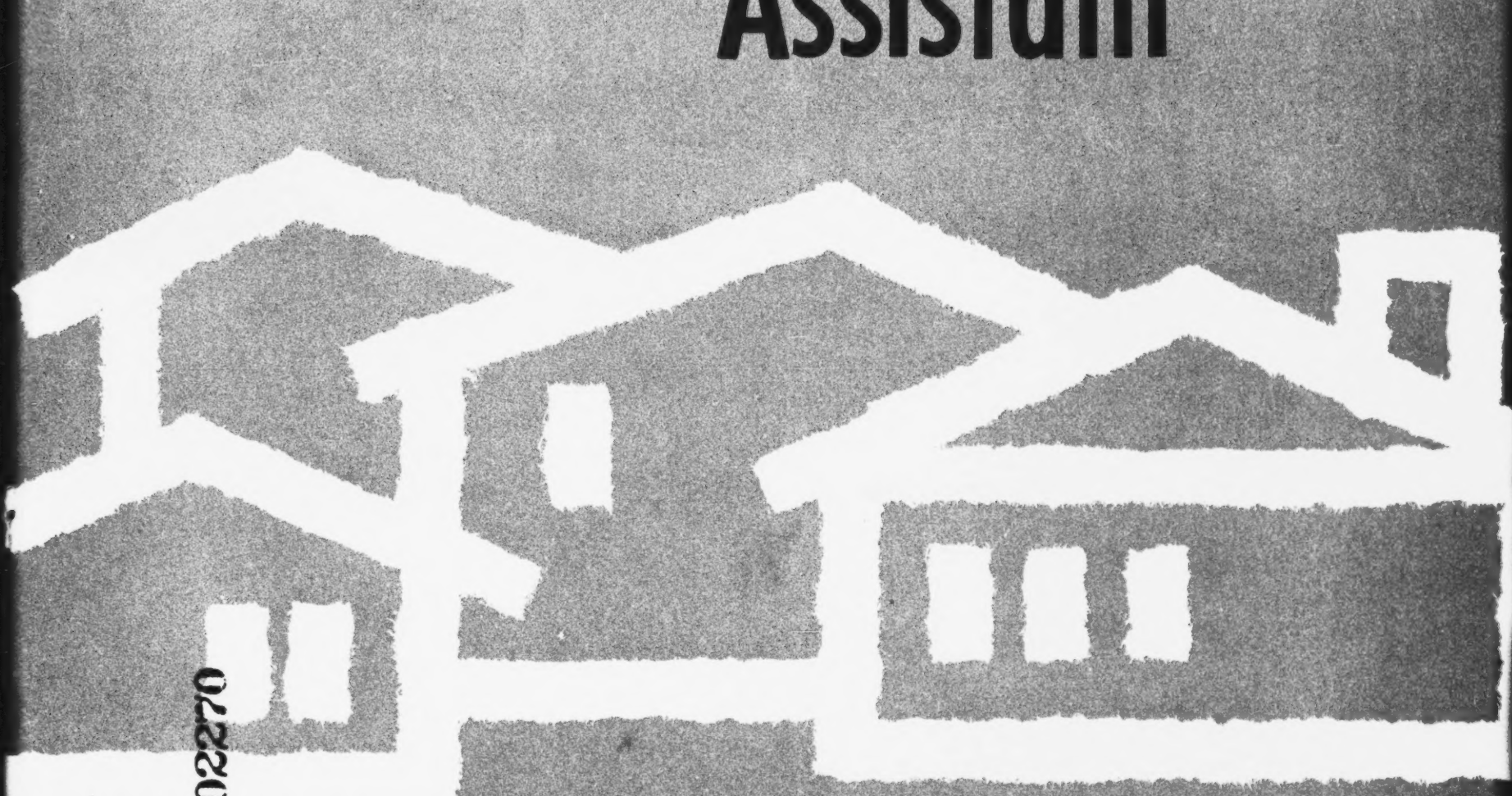
A SUGGESTED
TRAINING
PROGRAM

the Homemaker's Assistant



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OE - 87008

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MANPOWER DEVELOPMENT AND TRAINING PROGRAM

the Homemaker's Assistant

A SUGGESTED TRAINING PROGRAM

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education . Division of Vocational and Technical Education

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FOREWORD

THE MAJOR ROLE of home economics training in vocational education has been to assist youth and adults to prepare for the responsibilities and activities of homemaking and the achievement of family well-being. Although this role will continue to be a responsibility of home economics education, many socioeconomic changes affecting women and families require that home economists now assume, to a greater extent than in the past, the responsibility of providing training for wage earning. An increasing number of women find it necessary to spend part of their lives in some wage-earning occupation. In addition, many employed homemakers and community agencies find it necessary to secure assitance in the care of family members or in the provision of other services that contribute to more satisfactory family life.

A series of work conferences held in 1963, under the direction of the Professional Services Section of the Manpower Development and Training Program, U.S. Office of Education, brought together national leaders in adult education in home economics, who, in cooperation with workers in other branches of vocational education and several national organizations and agencies, selected nine service occupations for which to prepare suggested training materials. These occupations, based on home economics knowledge and skills, provide a service to families within an institutional or community setting or within the home. Suggested resource materials from which to develop a training program that meets the needs of a particular group of trainees have been prepared for each of the nine occupations. The job analyses and job descriptions used in the suggested training programs were prepared for inclusion in the revised edition of the Dictionary of Occupational Titles, issued by the U.S. Department of Labor.

This guide for the Homemaker's Assistant provides resource material from which a local training program can be developed. It is recognized that the experience and education of trainees will vary, as will the needs of the local homemaker. A suggested schedule for training is included, but each training program should be adapted to each group of trainees. This publication will be useful in the development of training programs that will enable women to acquire competencies having a valid wage value and needed in serving families.

Walter M. Arnold
Assistant Commissioner for
Vocational and Technical Education

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TRAINING PROGRAM FOR THE HOMEMAKER'S ASSISTANT

Developing Course Plans

The following suggestions are for training persons to be employed to work in homes where they will assist the homemaker by performing various household duties. Nationally, this job has been given a variety of descriptive titles. In this training guide the title Homemaker's Assistant is used.

Teachers must adjust and adapt the suggestions in this guide to the needs of the particular group they are teaching because the duties which the employing agency expects of the Homemaker's Assistant may differ from community to community and the trainees will vary in education, experience, and ability. In addition to having first-hand information concerning job requirements, the teacher must secure as much information as possible about the trainees. The specific objectives, teaching methods, and time allotted to each aspect of the training can then be adjusted to the local situation and to the trainees.

Job Functions

Under the direction of a homemaker, the Homemaker's Assistant carries on the various responsibilities required for maintaining family life in a pleasant, clean, and orderly home.

Program Objectives

To prepare trainees:

1. To clean all the rooms in a house, using manual and electrical equipment and appropriate cleaning materials;
2. To do simple laundering;
3. To plan, shop for food, prepare, and serve simple meals;
4. To care for children during mother's absence;
5. To take telephone messages and meet people calling at the home;
6. To meet ordinary emergencies which may arise during the homemaker's absence;
7. To learn how to keep simple records of food costs.

It is suggested that the teacher review carefully the "Criteria for Judging Trainee Readiness for Employment" prior to developing the plans for teaching this course. The criteria will be useful throughout the course in setting up specific objectives, providing learning experiences, and making periodic evaluations.

Teacher Qualifications

A qualified teacher is a home economics graduate who has had successful experience in teaching adults. The teacher should possess some practical experience as a homemaker in order to have a realistic understanding of home management problems, delegation of responsibilities, and action to take in emergencies.

Background of Trainee

The trainee should be functionally literate; should have an interest in serving others; and should have had practical experience in homemaking. She should be in sound physical and mental health and be willing to have a physical examination.

Length of Course and Course Units

A course of 300 hours is suggested for training. The following suggested time in hours for each of the six units is to be used as a guide for planning a course to meet trainee and community needs.

Course Unit	Title	Hours
I	Orientation to the Nature of the Work and Desirable Personal Qualities for Job Success	4
II	Basic Cleaning and Laundry Procedures	120
III	Preventing Home Accidents and Assisting with Home Care of the Sick	30
IV	Food Preparation and Serving	80
V	Care of Children During Mother's Absence	50
VI	Handling Emergencies and Meeting People Outside the Family	16
	Total	300

COURSE UNIT I

ORIENTATION TO THE NATURE OF THE WORK AND DESIRABLE PERSONAL QUALITIES FOR JOB SUCCESS

Suggested Training Time — 4 Hours

Objectives

To orient trainees to the nature of the work, important personal qualities to cultivate, and effective relationships between worker and family.

Course Unit Outline

A. Important background information

1. Scope of responsibilities of the homemaker's assistant
   a. Kinds of work homemakers in the community expect of the full-time or the part-time homemaker's assistant
   b. Practices in the community concerning other types of workers employed in homes; e.g., child nurse
   c. Reasons why homemaker's assistant makes important contributions to life of the family
2. Training as a factor for job success
   a. Importance of knowing kinds of work expected of homemaker's assistant
   b. Training improves skills which increase worker's employability
   c. Skillful workers can expect to get a higher wage than unskilled workers
3. Work agreements
   a. Importance of employer-employee agreement prior to employment concerning hours of work and hourly or wage
   b. Mutual agreements concerning the nature of work employee will perform and types of home duties family members perform
4. Health of employee
   a. Importance of good health for protection of worker and family members
   b. Health examination as a protection for the worker and the family
5. Social Security and labor laws
   a. Social Security—an employee benefit
   b. Social Security deductions and matching fund
   c. Employer's legal responsibility for reports to Social Security Office
   d. State and local laws concerning minimum age, hours of employment, minimum wage
   e. Types of employment agencies in the community; possible uses by employee

B. Desirable personal qualities of the employee in the home

1. Reasons for importance of such personal qualities as honesty, dependability, promptness, thoroughness, acceptance of supervision of homemaker, cooperative attitude, good grooming, cheerfulness, and acceptable behavior on the job
2. Some ways to improve or develop desirable personal qualities
   a. Dramatizations of situations which illustrate use of desirable personal qualities
   b. Discussions of ways to work on personal improvement

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Havighurst, Robert J. *Human Development and Education.* New York: David McKay Co. 1953.
Menninger, W. C. *Understanding Yourself.* Chicago: Science Research Associates. 1951.
Naugarten, Bernice. *How to Get Along with Others.* Chicago: Science Research Associates. 1953.

Miscellaneous

City and State health codes
Publications from local Social Security Office

COURSE UNIT II

BASIC CLEANING AND LAUNDRY PROCEDURES

Suggested Training Time — 120 Hours

Objective

To help the trainee develop skills in basic housecleaning and home laundry procedures. (Discussions and practical work will be correlated to insure effective learning throughout the training sessions. Much of this unit will consist of laboratory and demonstration work.)

Course Unit Outline

A. Plans for time and sequence of housecleaning jobs

1. Sequence for daily and weekly cleaning tasks in relation to family activities and other necessary work
2. Equipment and materials needed for each cleaning job
3. Sequence of steps in a cleaning job to obtain good results with economical expenditure of time, energy, and materials

B. Procedures and methods of cleaning

(Trainees should study the equipment required for cleaning the walls, floors, furniture, or fixtures in each room; methods of using and caring for each piece of equipment; cleaning materials appropriate for use in cleaning different surfaces; and precautions in the use of cleaning materials. They should develop the learnings through actual cleaning of the furniture, fixtures, or surfaces in the different areas of a home.)

1. The living areas
   a. Assemble equipment and cleaning materials needed
   b. Empty all trash into incinerator or onto a dampened newspaper for disposal
   c. Dust walls with vacuum brush or clean cloth over broom
   d. Dust picture frames, tops of window and door moldings, and baseboards with vacuum attachments or dust cloth
   e. Dust drapes, upholstered furniture, lamps, and books with vacuum attachment
   f. Vacuum the rugs or carpeting
   g. Clean uncarpeted floor with dust mop or vacuum brush

h. Remove finger marks on doors, and dust or soot from window sills and venetian blinds with damp cloth, using mild soap or a commercial cleaner when needed
i. Remove spots from upholstered furniture or rugs
j. Dust and polish wooden parts of furniture

2. The bedroom
   a. Air the bedding, mattress, and pillows
   b. Clean the mattress and box springs with the vacuum
   c. Turn mattress
   d. Make up bed with fresh linen
   e. Clean mirror
   f. Clean the closet—hang everything in place; dust shelves and floor; spray for moth prevention
   g. Clean walls, floors, and furnishings by same procedures used in cleaning living area
3. The kitchen
   a. Defrost and clean refrigerator
   b. Clean stove
   c. Clean shelves and drawers of cupboards when needed
   d. Dust or wash walls, window sills, and baseboards
   e. Clean work tables and sink
   f. Clean floor
4. The bathroom
   a. Remove rugs and all soiled bath linen
   b. Clean and disinfect the toilet
      (1) Use brush or small mop kept for purpose and scrub inside of bowl
      (2) Wash carefully outside, including the seat, and around the base
      (3) Put in disinfectant and let stand until room is finished
   c. Polish mirror and light fixtures
   d. Dust window and door moldings
   e. Clean walls and window sills with damp cloth
   f. Clean soapdish and toothbrush holder
   g. Clean lavatory and faucets with soap or cleanser, and polish with dry cloth
   h. Put up clean towels
   i. Replace soap and toilet tissue if needed
   j. Scrub floor and rinse thoroughly
   k. Flush toilet to wash down disinfectant

C. Use and care of cleaning equipment

1. Proper use and care of each piece of electrical equipment; emphasizing importance of cleaning after use and the safe way to insert and remove electric cords
2. Proper methods of work when using dust mops, brooms, brushes and dust cloths

D. Cleaning materials

1. Proper handling and suitable uses of cleaning materials such as mild and strong soaps; household ammonia; sal-soda and borax; absorbent powders, such as pumice and commercial cleansers; steel wool; furniture polish; cleaning and polishing waxes
2. Proper storage of poisonous materials
3. Extreme care in use of chlorine bleaches (sodium hypochlorite) because in combination with certain detergents chlorine gas (deadly poison) may be formed

E. Care of different types of floors

(Since modern buildings have floors, or permanent floor finishes, of materials other than wood, each type of floor needs special care. Local dealers may be able to supply helpful information. Manufacturers' publications will also provide scientific information on care of old or new wooden floors; vinyl tile; asphalt tile; linoleum; terrazzo; ceramic tile; and cork tile.)

F. Home laundering

1. Washing by machine
   a. Types of equipment—proper use and care
   b. Guides to determine washability versus dry cleaning of fabric, curtains, or slip covers
   c. Preparation of soiled clothes and linens for laundering
      (1) Sorting into groups according to color and degree of soil
      (2) Emptying pockets
      (3) Removing stains
      (4) Turning down cuffs

d. Correct temperature of water for different fabrics or colors
e. Types and correct uses of soap, detergents, and bleaches, blueing, or starches
f. Preparation of washed and dried garments and linens for storage or for ironing

2. Washing by hand
(Some garments are too delicate in fabric or trim to withstand the friction which results from machine washing. Hand washing makes it possible to give special care to such items.)
a. Nylon hose, fine lingerie, washable gloves
(1) Desirable temperature of water and type of soap
(2) Squeezing without rubbing or wringing
(3) Temperature for drying
b. Drip-dry fabrics
(1) Temperature of water and type of soap
(2) Patting, not squeezing or wringing
(3) Extract water only by dripping

3. Drying
a. Types of equipment—proper use and care
b. Guides to determine which fabrics can be placed in dryers
c. Correct drying time and temperature for different fabrics

G. Guides for good ironing

1. Dampness of fabric
2. Correct temperature of iron for the fabric
3. Special procedures
a. Iron with the warp to avoid stretching
b. Straighten hems and edges and square corners
c. Iron on wrong side to avoid shine
d. Iron embroidery on wrong side over a pad
e. Iron fabric completely dry to maintain smart effect

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COURSE UNIT III

PREVENTING HOME ACCIDENTS AND ASSISTING WITH HOME CARE OF THE SICK

Suggested Training Time

30 Hours

Objectives

To help trainees develop their knowledge of the causes and prevention of home accidents; to develop useful skills important for the home care of the sick

Course Unit Outline

A. Accident prevention in the home

1. Types of home accidents
2. Causes of home accidents
3. Detection and elimination of common household hazards
   a. Home danger areas, such as bathrooms, and floors covered by small rugs or toys
   b. Fire hazards such as refuse, frayed electrical wires, smoking, matches, and open flames
4. Safe working procedures
5. Careful use and handling of plastic bags and coverings

B. Home care of the sick

(The amount of instruction in this area may be determined by local needs. Instruction may be given by Red Cross personnel, if appropriate.)

1. Personal care services
   a. Help sick person with bath and care of mouth, skin, hair, and nails
   b. Help sick person to and from bathroom, in getting in and out of bed, with eating, and in taking prescribed exercises
   c. Prepare special diet or simple meals
2. Importance of carefully following directions from doctor or nurse
3. Importance of understanding all instructions clearly
4. Actions to take in an emergency

References

American Red Cross. *Home Nursing* (Seventh Edition). New York: Doubleday & Co. 1963.

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National Safety Council. *Before It Is Too Late.* Chicago: The Council. n.d.

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Public Health Service. *Local Home Accident Prevention Activities.* Washington, D.C.: U. S. Government Printing Office. 1958.

COURSE UNIT IV

FOOD PREPARATION AND SERVING

Suggested Training Time — 80 Hours

Objective

To assist trainees in developing a knowledge of planning, preparing, and serving meals.

Course Unit Outline

A. Planning meals

1. Nutritional requirements of the family group—adults, children, older people
2. Food customs or special needs of family group

3. Availability of home stored foods—in a freezer or canned goods in a storeroom
4. Shopping for food supplies
   a. Guides for selecting fresh fruits and vegetables
   b Labels as a guide to selection
   c. Nutritional needs of family, season of year, amount and kind of foods in freezer or in the cupboards, money available for food, and grocery store specials as factors in making market lists

B. Management in meal preparation

1. Arrangement of equipment and utensils
2. Manipulative techniques in handling utensils and combining foods
3. Menu in relation to time available for preparation
4. Number to be served in relation to time available for food preparation

C. Preparation of family meals

1. Conservation of food nutrients
2. Elementary principles of food preparation such as meats, eggs, and fish; vegetables; salads and dressings; quick breads; fruit and simple desserts
3. Interpreting directions in a recipe
4. Methods to insure good texture and pleasing flavor
5. Management practices in preparing the meals for the day such as preparing home mixes in quantity; cutting biscuits in squares instead of using round cutters; unpeeled vegetables; and oven meals

D. Storage of food supplies

1. Organization of foods for storage in available space
2. Length of time and suitable place for storing different kinds of foods, including
   a. Fresh and frozen foods
   b. Meats and dairy products
   c. Bakery products
   d. Leftovers
   e. Packaged and canned foods

E. Sanitation in food handling

1. Prevention of spoilage and contamination
2. Importance of and reasons for sanitary food handling
3. Essential practices in hygiene and health
4. Causes and effects of food poisoning

F. Dishwashing and kitchen care

1. Keeping the kitchen in order while preparing and serving the meal
2. Proper preparation of dishes for washing
3. Sanitary methods of dishwashing
4. Sanitary practices in use and care of equipment
5. Methods and materials for cleaning the kitchen

G. Table setting and service

1. Table setting
   a. Basic principles of different types of meals
   b. Variations according to type of meal
   c. Ways to make the table attractive
2. Table service
   a. Characteristics of each type of table service
   b. Rules for efficient table service
   c. Keeping foods at the proper temperatures

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COURSE UNIT V

CARE OF CHILDREN DURING MOTHER'S ABSENCE

Suggested Training Time 50 Hours

Objective

To help develop those understandings and skills a trainee will find important when caring for children in the mother's absence. (The homemaker's assistant cares for children under the direction of the parents. She will be able to follow their directions better if she knows a few things about children and ways in which adults should relate themselves to children. Teaching will be more effective if considerable time can be given to directed observations in a day-care-center or nursery school of good procedures in working with children. Emphasis should be given to the importance of following directions of parents.)

Course Unit Outline

A. Understanding children

The following facts illustrate some of the important things to know about children

1. No two children, even of the same age, are alike in size or general development
2. All children have need for
   a. An adequate amount of simple nutritious food
   b. Plenty of wholesome exercise for growth and development
   c. Periods of rest and large amounts of sleep
   d. Love and affection to insure a feeling of being wanted and having a place in the group
   e. Intellectual challenges—exploring new things, reading or being read to, games and other creative experiences

B. Helpful reminders when caring for children

1. Speak in a quiet tone of voice
2. Give warning 5 or 6 minutes before time to stop playing in order to wash hands before a meal or start to bed
3. Expect obedience without nagging or using the parent as a threat
4. Be consistent in requests, suggestions, or expected behavior
5. Maintain an easy, affectionate, pleasant attitude in relationships with children

6. Play, talk, and laugh with the child at his level of experience
7. Make an honest effort to answer the child's questions
8. Do not use fear as a means of control
9. Respect the child as a person
10. Encourage the child to do as much as possible for himself
11. Keep a record of perplexing situations to discuss with the parent as a guide for meeting similar situations in the future

C. Some typical precautions when caring for children

1. Store household cleaning materials or medicine cabinet supplies safely
2. Eliminate sharp-edged objects from play
3. Supervise out-of-door play for young children unless there is a well-fenced play yard
4. Observe play activities frequently to make sure young children have not found matches, toilet articles, or other undesirable play materials

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COURSE UNIT VI

HANDLING EMERGENCIES AND MEETING PEOPLE OUTSIDE THE FAMLY

Suggested Training Time — 16 Hours

Objectives

To provide trainees with the knowledge and skills necessary for the handling of emergencies and for dealing with people outside the family.

Course Unit Outline

A. Handling home emergencies

1. Procedures to follow in emergency situations
2. Telephone numbers to know in case of emergencies
   a. Where to reach one or both parents
   b. The family doctor
   c. The police
   d. The fire department
3. Simple first-aid measures in case of cuts, burns, or fainting

B. Relationships to people outside the family

1. Meeting tradesmen
2. Receiving visitors
3. Answering the door
4. Telephone etiquette
5. Taking messages

References

American Red Cross. *First Aid* (Fourth Edition). Washington, D.C.: The Red Cross. 1957.

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TEACHING THE COURSE

Planning the Learning Experiences

The objectives of a training program are achieved by learning experiences designed to help the trainees develop those behaviors and abilities designated in the objectives. Each experience should serve a definite function and should not be introduced because it is traditional or "modern" or because it is satisfying to the teacher.

A good teacher constantly reminds herself that "covering" the topics outlined for a course does not automatically result in learning. She knows that effective learning experiences should be planned by visualizing what the trainee must be able to do on the job. The job analysis will be an important guide, because the class experiences must be realistic and based on work situations for which the training is being given. Each trainee needs opportunity to apply her understandings and abilities to the different kinds of problems she may face.

A variety of learning experiences will be needed to develop the kinds of abilities required in home and community service occupations. Creativity is a key in providing meaningful experiences for a particular group. The successful teacher will see new ways to synthesize, adapt, and revise experiences to fit the unique characteristics of the group and fulfill the requirements of the job.

These are some planned experiences to be considered:

A. Experiences that will add to and enrich the background of trainees

1. Bringing employers to class to give information on nature of the job
2. Using persons from special fields such as mental health, geriatrics, nutrition or dietetics, child development, medicine, public health, and housing to extend basic knowledge and answer questions
3. Providing reading material appropriate to age and reading ability
4. Using movies, filmstrips, charts, tape recordings, or other audiovisual materials to present specific information (it will be necessary for teachers to preview films, filmstrips, and tapes for appropriateness of and familiarization with the content)

B. Experiences which help develop insight and desirable attitudes

1. Playing out roles of people who might be involved in a work situation
2. Visiting with prospective employers who are to benefit from services to be given by trainees
3. Comparing methods of doing a task by making simple time and motion studies
4. Reacting to situations illustrated in movies, cartoons, or short dramas
5. Making planned trips to representative places of employment

C. Experiences in analyzing work situations and solving problems

1. Considering a specific employment problem or work situation. The situation presented must be realistic. (If actual cases are studied, anonymity should be maintained.) The teacher should ask questions which lead trainees to recognize the problem, to decide what additional information might be needed, and to suggest and evaluate solutions.
2. Developing step-by-step work schedules for some aspects of the job
3. Working out typical problems in a laboratory situation

D. Experiences to develop specific skills and abilities

1. Watching demonstration of a technique, with follow-up practice in class, laboratory, in own home, or in a situation provided by cooperating employer(s)
2. Observing and participating in specific activities in places similar to those where trainee will be employed
3. Experimenting with different arrangement or placement of equipment and supplies, or different techniques for completing a job
4. Acting out situations such as interviewing a prospective employer, repeating directions given, or getting help from a supervisor

E. Some teaching methods which help trainees draw conclusions and summarize important ideas

1. Circle discussion—each member tells of something she observed on a field trip or in a film that would be useful to an employee
2. Buzz group—a small group of trainees applies a principle to new situations
3. Summarizing panel—2 to 5 members of the class review important ideas presented in a class session
4. Summary sheets—brief summaries of major ideas, important facts, or steps in a work process, prepared by the teacher for distribution to trainees at the end of a lesson

Evaluating Achievement

Major functions of evaluation in a program designed to prepare individuals for wage-earning:

1. Assessing basic abilities of persons desiring to enroll in the training program as a basis for selection
2. Determining needs and backgrounds of trainees as one basis of setting up specific goals for the course
3. Measuring the extent to which trainees achieve the goals

Evaluation made for these purposes also will give the teacher a basis for developing learning experiences, modifying course plans, and selecting appropriate references and teaching materials. The needs, backgrounds, and abilities of potential trainees can be assessed by teachers in informal interviews with each person. Personal data sheets and more formal measurement of reading ability and aptitudes for the job may be supplied by vocational counselors or employment service offices.

An integral part of planning a course is selecting some means for checking the progress of each trainee. The desired understandings, attitudes, and abilities are described in the objectives. Course plans must include:

1. Ways of observing each trainee's progress toward achieving objectives
2. Methods of recording observations so progress may be assessed

A teacher can obtain some clues to progress from the trainee's participation in class and from individual conferences. An "anecdotal record," which is a factual report of what the trainee says or does, needs to be written at frequent intervals. Evaluation of the anecdotes should not be attempted until a number of observations has been recorded and at a time when the teacher's feelings and emotions are least likely to influence her judgment.

A rating scale may be used to indicate the level or quality of trainee accomplishment. Three levels are commonly used such as "very good," "acceptable," "not acceptable." (An experienced teacher may use one with 5 to 7 levels, but those used by trainees should be less complex.) The accomplishments being evaluated should be stated specifically and the meaning of the different levels on the scale should be indicated clearly so that all persons using the scale have a common under-

standing of the meaning of each rating. A check-off type of list can be used by both teacher and trainee to record completion of learning activity or achievement of some measurable skill. Rating scales, sometimes called "score cards," may also be developed to rate a completed task.

Evidence of trainee accomplishments should be compiled throughout the training course. Since observations are more valid if made in realistic situations, much of the evaluation will usually take place in laboratory and practice sessions.

Planning the Lesson

The best guide or lesson plan is, of course, one that has been prepared by the individual teacher, based on personal experience and manner of teaching. Although teachers differ in their ways of organizing and coordinating important parts of their presentations, they agree that the purpose of a lesson is effective and meaningful classroom instruction.

Written plans may be very brief, but the good teacher will know before the class starts:

1. The goals or objectives of the lesson—the kind of learning desired
2. The outline and suggested time schedule for the lesson, including
   a. An interest approach—a way to introduce the lesson, to capture the interest of the trainees and to direct their attention to the lesson's goals or objectives
   b. Activities which will involve the trainees in discovering new facts and principles, solving realistic problems, or practicing skills
   c. A way to summarize the lesson—to help trainees arrive at some valid conclusions and /or to evaluate the extent to which lesson goals have been achieved
   d. Assignments of additional study or practice
3. The subject matter content—the facts and principles or main ideas to be brought out in the lesson
4. The teaching materials and references to be used

Teaching Facilities

In addition to home economics departments with modern equipment and furnishings, there are various types of public and private facilities which, if available locally, could be used to enhance the effectiveness of this course. Trainees, for example, could profit from visits to community facilities to observe techniques used in child care, home management, meal preparation, and similar course-related activities.

Because all of the suggested facilities will not be available in every community, it remains for the teacher to modify or supplement the suggestions which follow:

1. Schools and child-care centers

   A visit to a kindergarten, nursery, or primary grade offers trainees an excellent opportunity to observe children and their activities. Particular attention can be focused on methods and equipment used in caring for children.
2. Households of cooperating homemakers

   Through visits to the residences of cooperating homemakers, particularly those trained in home economics, trainees can observe techniques of home management, work simplification, and meal preparation in a family setting. Trainees might gain practical experience by planning and preparing a complete meal, using a cooperating homemaker's equipment and materials.

3. Rooms in recreational centers, YWCA's, libraries, schools, housing centers

   Rooms in any of these institutions may provide space and facilities for class meetings. Of particular interest are rooms which contain bulletin boards or chalkboards and are suitable for use of audiovisual aids.
4. Hospitals and rehabilitation centers

   Supervised experiences in these institutions offer trainees a chance to observe methods of caring for convalescents and to receive guidance in learning acceptable procedures.
5. Local food stores

   Field trips to local food stores can help trainees learn more about desirable shopping techniques, general price levels, characteristics of various foods and food products, and ways of selecting particular foods.
6. Local appliance stores and utility companies

   These stores and companies usually have trained specialists who give demonstrations in the use and care of common household appliances, not all of which may be available for class practice sessions or demonstrations. Much can be learned about the use, operation, and care of these appliances through a well-planned visit to these facilities.

Criteria for Judging Trainee Readiness for Employment

The criteria which serve as guides in determining whether the trainee is ready for employment as a Homemaker's Assistant will be more intangible than in some other occupations. However, some understanding of human frailties and needs, and some insight into how to provide the various services required by families are of such importance that every attempt should be made to evaluate trainee progress.

The use of various evaluative devices is necessary for the teacher and the trainee to accumulate objective information about the growth of the trainee. The following competencies should be developed or strengthened during the training program.

A. Personal qualities

1. Courtesy, friendliness, and tact in dealing with members of the family and visitors
2. Acceptable appearance—good grooming, cleanliness and neatness in dress, sensible choice of clothing
3. Good personal habits in speech, mannerisms, cooperativeness and methods of work
4. Mature judgment in a variety of household situations
5. Acceptable attitudes—calmness, positive attitude toward family and work, and cooperativeness
6. Understanding of own role and that of others

B. Activities showing knowledge, understanding, and skills

1. Works effectively under supervision
2. Demonstrates knowledge of the duties of the Homemaker's Assistant
3. Exhibits knowledge of methods for keeping house orderly, clean, and sanitary
4. Demonstrates proper care and use of common household appliances and equipment—washing machine, vacuum, carpet sweeper, mop, and broom
5. Plans and prepares nutritious family meals that recognize family preferences or customs, using correct methods of food preparation
6. Understands and uses acceptable procedures in assuming responsibilities in care of children
7. Knows which people to contact and what action to take in an emergency
8. Understands importance of safety in the home—dangerous areas, basic precautions

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This is one of a series of nine training guides for Home and Community Service Occupations.

A. Community-Focused Occupations Which Use Home Economics Knowledge and Skills

1. Child Day-Care Center Worker
2. Management Aide in Low-Rent Public Housing Projects
3. The Visiting Homemaker
4. Hotel and Motel Housekeeping Aide
5. The Supervised Food Service Worker

B. Home-Focused Occupations Which Use Home Economics Knowledge and Skills

1. Clothing Maintenance Specialist
2. Companion to an Elderly Person
3. Family Dinner Service Specialist
4. The Homemaker's Assistant